

2000

Annual Report



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Lawrence Madkins, *Vice-Chairman*

Chellyn Boquiren, *Teacher*

Carolyn Ellner, *Faculty Member*

Margaret Fortune, *Public Representative*

Beth Hauk, *Teacher*

Elaine C. Johnson, *Public Representative*

Carol Katzman, *Public Representative*

Helen Lee, *Public Representative*

Alberto Vaca, *Teacher*

Marilyn Whirry, *Office of Superintendent
of Public Instruction*

Ex Officio Members

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California Colleges and Universities*

Elizabeth Graybill, *Postsecondary
Education Commission*

Joyce Justus, *Regents, University
of California*

Bill Wilson, *California State University*

VISION STATEMENT

**TO ENSURE THAT THOSE WHO EDUCATE THE CHILDREN OF THIS
STATE ARE ACADEMICALLY AND PROFESSIONALLY PREPARED.**

MISSION STATEMENT

**TO ASSURE THE FULLY PREPARED AND EFFECTIVE EDUCATORS
ALL STUDENTS DESERVE AND OUR COMMUNITIES REQUIRE. THE
COMMISSION WILL CARRY OUT ITS STATUTORY MANDATES BY:**

- Conducting regulatory and certification activities
- Developing preparation and performance standards in alignment with state adopted academic content standards
- Proposing policies in credential related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public



CHAIRMAN'S REMARKS

On behalf of my fellow Commissioners, welcome to the pages of the Commission's Annual Report. The year 2000 was a busy and constructive one in the world of education, and 2001 promises to be no less significant.

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation, now in its 30th year of existence. The primary purposes of the agency are the design, development and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

The California Commission on Teacher Credentialing consists of nineteen commissioners, fifteen voting members and four ex-officio, non-voting members. The Governor appoints fourteen voting commissioners and the State Superintendent of Public Instruction or his/her designee serves as the fifteenth voting member. The four ex-officio commissioners are selected one each by the major elements of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Post-secondary Education Commission; and the California State University. The gubernatorily appointed commissioners consist of six classroom teachers, one school administrator, one school board member, one school counselor or services credential holder, one higher education faculty member from an institution for teacher education, and four public members. Commissioners are typically appointed to four-year terms.

We convene each month in open meetings over two days in Sacramento to review policy initiatives, suggested and pending legislation and to consider requests and appeals which fall within the statutory purview of the Commission. The Commission's work remains central to the agenda that the Governor and Legislature have set to improve student achievement across California. We hope that this Annual Report will acquaint you with the important work of the Commission and serve as an invitation to learn more. We welcome your comment and participation.

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ALAN D. BERSIN, CHAIRMAN



A handwritten signature in dark ink that reads "Alan Bersin".

EXECUTIVE DIRECTOR'S REMARKS

It is a pleasure and a privilege to represent staff in welcoming you to the work of the Commission on Teacher Credentialing and to its Annual Report. As part of the Executive Branch of California State Government, the Commission works closely with a number of constituencies interested and involved in California's education effort.

Our agency is divided into programmatic and support divisions as follows:

The Certification, Assignment and Waivers Division is responsible for processing credentials, waiver applications and other documents issued by the Commission. This division also monitors teacher assignments throughout the state.

The Division of Professional Practices, along with the statutorily created Committee of Credentials, is responsible for monitoring the moral fitness and professional conduct of all credential applicants and holders.

The Office of Governmental Relations works with the Governor's Office and the Legislature on bills sponsored by the Commission, brings information regarding pending legislation to the Commission, and provides information regarding the Commission to the media and the public.

In addition to its policy research and policy monitoring duties in the field of educator preparation, the Professional Services Division operates, for the Commission, one of the largest educator examination systems in the country with over 175,000 individual examinations administered each year. The Professional Services Division is

also responsible for the maintenance of accreditation system for the more than 79 colleges and universities that prepare educators in the state and co-manages the state's Beginning Teacher Support and Assessment program with the State Department of Education.

The Information Technology and Support Management Division supports the programs and operations of the Commission by providing leadership, technical expertise, and services in the areas of financial management, business and facility operations, contract administration, and information technology. The Office of Human Resources provides the full range of human resource and program operations services for the Commission.

Early in 2000 the Legislative Analyst's Office, in collaboration with the Commission and the State Department of Finance, engaged MGT of America, Inc. to conduct a comprehensive management study of our agency. The findings served to affirm and support agency requests for resources to better accomplish our mandated responsibilities. Commissioners have already made policy recommendations based on these findings. Additionally, the Commission contracted with KPMG Consulting to analyze and make suggestions pertinent to streamlining the internal operations of this agency.

I join with Chairman Bersin in extending an invitation to acquaint yourself with our work.



DR. SAM W. SWOFFORD, *EXECUTIVE DIRECTOR*

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GOALS ADOPTED BY THE COMMISSION IN NOVEMBER 2000

GOAL 1: PROMOTE EDUCATIONAL EXCELLENCE THROUGH THE PREPARATION AND CERTIFICATION OF PROFESSIONAL EDUCATORS

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs
- Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action
- Implement, monitor and report on the outcomes of new program initiatives

GOAL 2: CONTINUE TO REFINE THE COORDINATION BETWEEN COMMISSIONERS AND STAFF IN CARRYING OUT THE COMMISSION'S DUTIES, ROLES AND RESPONSIBILITIES

- Conduct periodic review of the efficiency of the day-to-day operations and financial accountability of the Commission
- Continuously improve the development, distribution and dissemination of agenda and information to the Commission initiatives
- Orient new Commissioners and staff on the roles and responsibilities of the Commission initiatives
- Continuously update the Commission's policies and procedures initiatives

GOAL 3: PROVIDE QUALITY CUSTOMER SERVICE

- Use technological innovation to maximize operational efficiency and improve customer access to information and services
- Provide timely, accurate and responsive processing of credential applications

GOAL 4: CONTINUE EFFECTIVE AND APPROPRIATE INVOLVEMENT OF THE COMMISSION WITH POLICY MAKERS ON KEY EDUCATION ISSUES

- Sponsor legislation as appropriate
- Influence legislation regarding the preparation and certification of professional educators
- Respond to policy makers' information inquiries
- Sustain productive relations with key policy makers and staff
- Collaborate with and advise appropriate agencies
- Design and develop strategies to implement new legislation

GOAL 5: ENHANCE EFFECTIVE, TWO-WAY COMMUNICATION WITH THE COMMISSION'S STAKEHOLDERS

- Pursue strategies to refine the Commission's public affairs activities

GOAL 6: PROVIDE LEADERSHIP IN EXPLORING MULTIPLE, HIGH QUALITY ROUTES TO PREPARE PROFESSIONAL EDUCATORS FOR CALIFORNIA'S SCHOOLS

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators



THE TEACHER CERTIFICATION PROCESS IN CALIFORNIA

Teachers must be certified by the California Commission on Teacher Credentialing (CCTC) in order to be employed by a California public school. The Commission issues credentials for other educational occupations requiring state certification, including: child development teachers, school counselors and school psychologists, school nurses, librarians, and administrators. Applicants for certification must first obtain a college degree. They must also demonstrate the academic preparation in the subject matter in which they wish to teach and complete a teacher preparation program. Upon completion of the teacher preparation program, the applicant must receive formal recommendation from the California college or university where they completed the program. The college or university then forwards the application for certification to the CCTC for processing.



ALTERNATIVE TEACHER CERTIFICATION ROUTES AVAILABLE IN CALIFORNIA

Programs that provide alternative avenues to certification in California include college internships, district internships and pre-interns.

CERTIFICATION FOR TEACHERS PREPARED OUTSIDE OF CALIFORNIA

Teachers who have received their professional preparation outside of California may apply directly to the CCTC once they have met California's requirements for certification. Because some of California's certification requirements are specific to this state, CCTC regulations allow out-of-state teachers to postpone completion of some of the requirements so they can begin teaching in California with little delay.

There are a variety of options available for applicants who are trained in other states but who wish to become certified in California. These options vary depending upon the

professional preparation program or teaching experience completed outside of California.

EMERGENCY PERMITS AVAILABLE IN CALIFORNIA

Under certain conditions, the CCTC allows some education agencies in California to apply for emergency teaching permits on behalf of partially trained teachers that the agencies wish to employ.

The Commission does issue an emergency permit for substitute teaching. The document is not restricted to any one employer, and authorizes an individual to teach for one year but no more than 30 days for one teacher. The requirements for this permit are a bachelor's degree and the passage of the California Basic Educational Skills Test.

DIVISION ACCOMPLISHMENTS

CERTIFICATION, ASSIGNMENT AND WAIVERS DIVISION

The Certification, Assignment and Waivers Division (CAWD) is the licensing branch of the California Commission on Teacher Credentialing. As the name of the division implies, it has three main areas of responsibility:

Certification — evaluates and processes applications for documents authorizing services to be provided to the children in California's public schools.

Assignment — monitors through the County Offices of Education the assignments of certificated personnel to ensure they are providing services in accordance with the authorization of their respective credential.

Waivers — evaluates applications and makes recommendations to the Commission's Appeals and Waivers Committee.

The division is comprised of 88 full-time employees within three major branches:

Certification Operations, Support, and Research and Programs.

ACCOMPLISHMENTS FOR THE 1999-2000 FISCAL YEAR

- Maintained a high level of customer service in the face of an increase of more than 30 percent in the number of requests for information by e-mail and a 14 percent increase in applications.
- Improved the level of service to institutional customers as well as individual applicants by assigning staff to subject matter teams. This improved both the consistency and the accuracy of the information provided.
- Improved the level of service to County Offices of Education by assigning staff to serve as liaisons between the CCTC and the counties.
- Began the process of recording application documents on electronic images, in addition to film, positioning the Division to electronically access documents in the future.
- Improved the ability of supervisory staff to monitor telephone service, which has enabled staff to balance the demands of production with the urgency of information services.
- Implemented the provisions of AB 877 (Scott), making the application process for out-of-state applicants smoother for the applicant and more efficient for the CCTC.
- Complied with the regulatory mandate to process applications within 75 working days. Processed renewal applications within an average of 14 working days.
- Implemented the Governor's fee waiver program for first-time credential applicants and reduced the application fee for renewals by \$5.00.
- Initiated the publication of precedential decisions for waiver applications in order to provide the public with a better understanding of the policy direction the Commission is likely to take under a given set of circumstances.
- Worked with the Department of Justice to reduce the wait time for fingerprint checks, enabling the CCTC to issue credentials faster.

CERTIFICATION SECTION

The Certification Section consists of five units that process the applications for documents for the personnel providing services to California school children.

The **Cashiering Unit** sorts and distributes the CAW Division's mail and performs banking duties for the Commission.

The **Certification Support Unit** provides support to certification staff by sorting and storing applications and responding to requests for credential information.

The **Certification Unit** evaluates credential and permit applications and enters the data into the Credential Automation System. This Unit's Information Services Office also staffs the phone center to provide credential information. In addition, the unit responds to information requests from e-mail and facsimiles.

The **Document Mail Preparation Unit** performs the final check of accuracy and assembles and prepares documents for mailing.

The **Microfilm/Fingerprint Unit** records clearances from the California Department of Justice and the Federal Bureau of Investigation. The Unit also archives credentials as digital images and on microfilm.

DURING FISCAL YEAR 1999-2000, THE CERTIFICATION SECTION PROCESSED THE FOLLOWING:

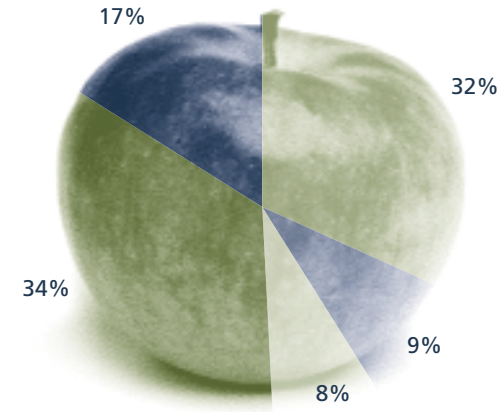
| | |
|-------------------------|---------|
| Credential Applications | 227,970 |
| Fingerprint Cards | 18,383 |

WAIVERS SECTION

The Commission has the authority to issue credential waiver to employing agencies that are unable to employ individuals who qualify for a credential or emergency permit. The Commission's Appeals and Waivers Committee takes action on four calendars that pertain to credential waivers: 1) consent, 2) conditions, 3) denial and 4) reconsideration. The waivers staff prepares the calendars and makes recommendations on each waiver based on criteria and precedential decisions established by the Commission. During fiscal year 1998-1999, the waivers section evaluated and processed 6,611 credential waivers.

CREDENTIAL WAIVERS ISSUED, 1998-1999

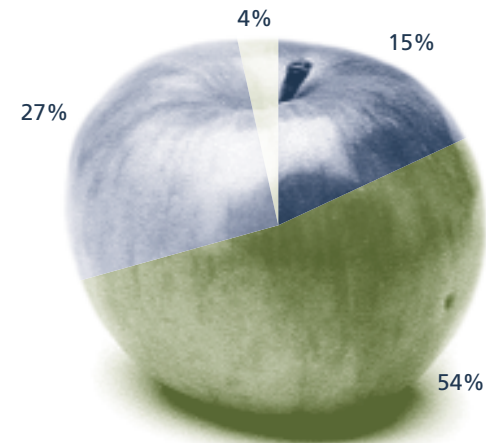
This graph illustrates the types of credential waivers issued by the Commission.



| 30-Day Substitute | Multiple Subject | Single Subject | Special Education | Other | Total |
|-------------------|------------------|----------------|-------------------|-------|-------|
| 2,134 | 579 | 513 | 2,285 | 1,100 | 6,611 |

EMERGENCY PERMITS ISSUED, 1998-1999

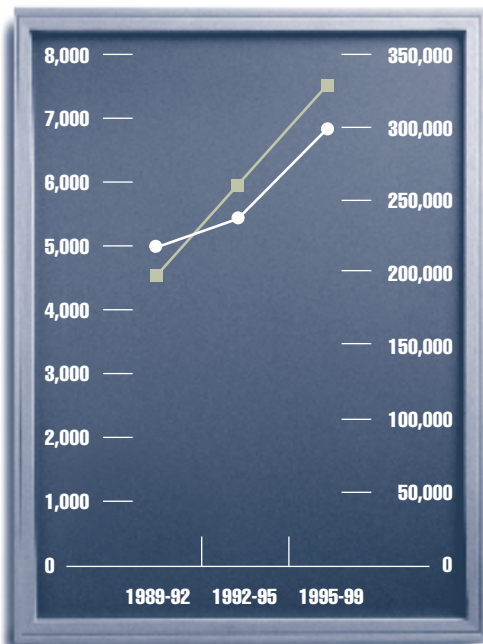
This graph displays the types of emergency permits that were issued.



| Special Education | Multiple Subject | Single Subject | Other | Total |
|-------------------|------------------|----------------|-------|--------|
| 5,137 | 18,588 | 9,135 | 1,399 | 34,259 |

ASSIGNMENT SECTION

The Assignment Section is responsible for reviewing the annual reports submitted by each of the 51 county superintendents and distributing assignment monitoring funds. For fiscal year 1999-2000, the Unit distributed \$350,000 on a pro-rata basis to the county offices of education for their monitoring activities. The unit is also responsible for directly monitoring the certificated assignments in the seven single district counties. When a certificated employee is found to be serving in an area outside the area for which his or her certification is valid, the individual is described as being "misassigned." The Assignment Unit reports to the Legislature on a biennial basis the assignments and misassignments of certificated staff.



○ Total Number of Certificated Staff Misassignments
■ Total Number of Certificated Staff Monitored

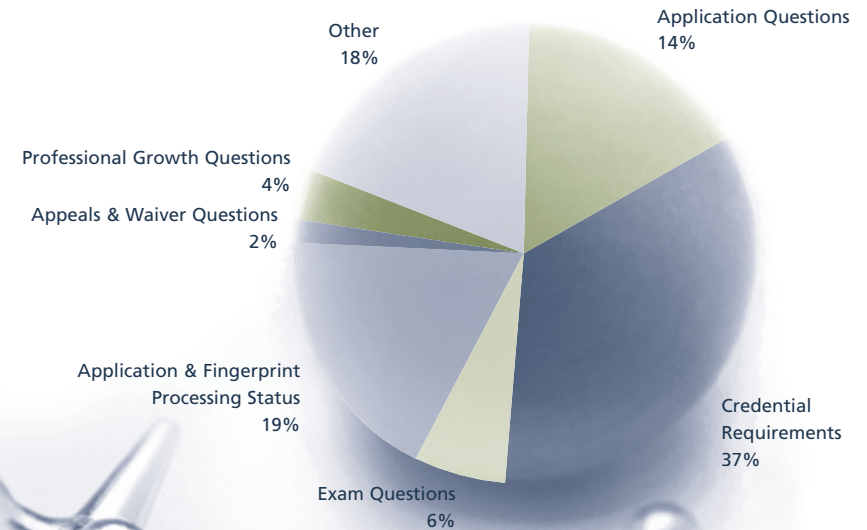
COMPARISON OF THE NUMBER OF MISASSIGNMENTS TO THE NUMBER OF CERTIFICATED STAFF DURING THREE ASSIGNMENT MONITORING CYCLES

During the 1995-1999, monitoring cycle, the assignments unit reviewed more than 293,000 certificated assignments and found just over 2.5 percent of certificated employees to be misassigned.

| Time Period | Total Number of Certificated Staff Misassignments | Total Number of Certificated Staff Monitored |
|-------------|---|--|
| 1989-1992 | 4,517 | 227,789 |
| 1992-1995 | 5,939 | 249,231 |
| 1995-1999 | 7,447 | 296,428 |
| Total | 17,903 | 773,448 |

TYPES OF CALLS TO CAW PHONE CENTER 1/1/00 TO 12/15/00

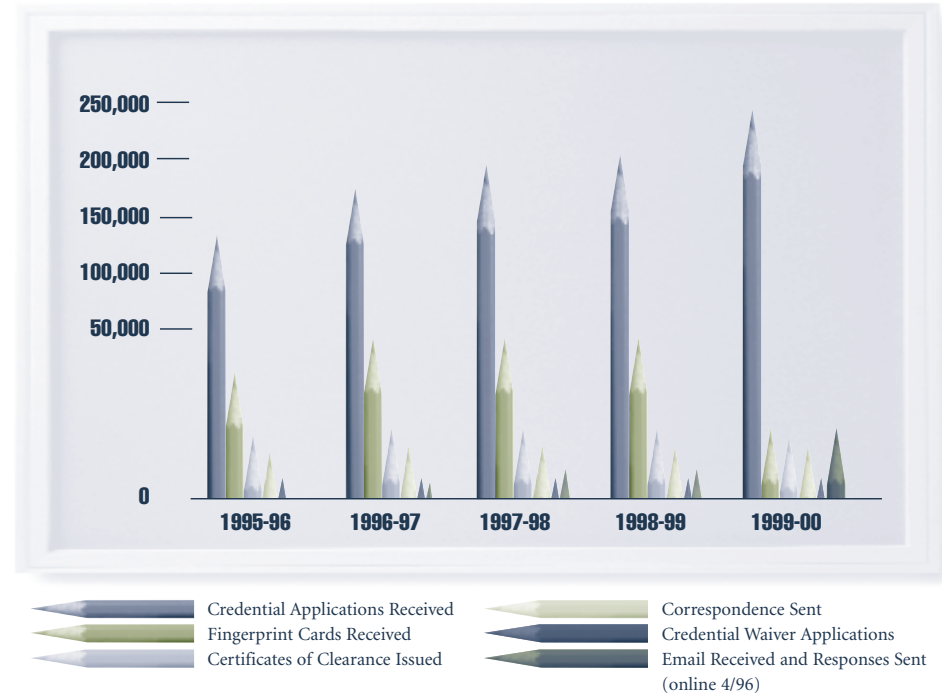
The Information Services Office answered over 89,000 calls during the January 1 to December 15, 2000 period. This graph displays the types of questions that Information Services answered.



"THE INFORMATION SERVICES OFFICE ANSWERED OVER 89,000 CALLS DURING THE JANUARY 1 TO DECEMBER 15, 2000 PERIOD."

CERTIFICATION, ASSIGNMENT & WAIVERS DIVISION WORKLOAD ACTIVITIES, 1995-1996 TO 1999-2000

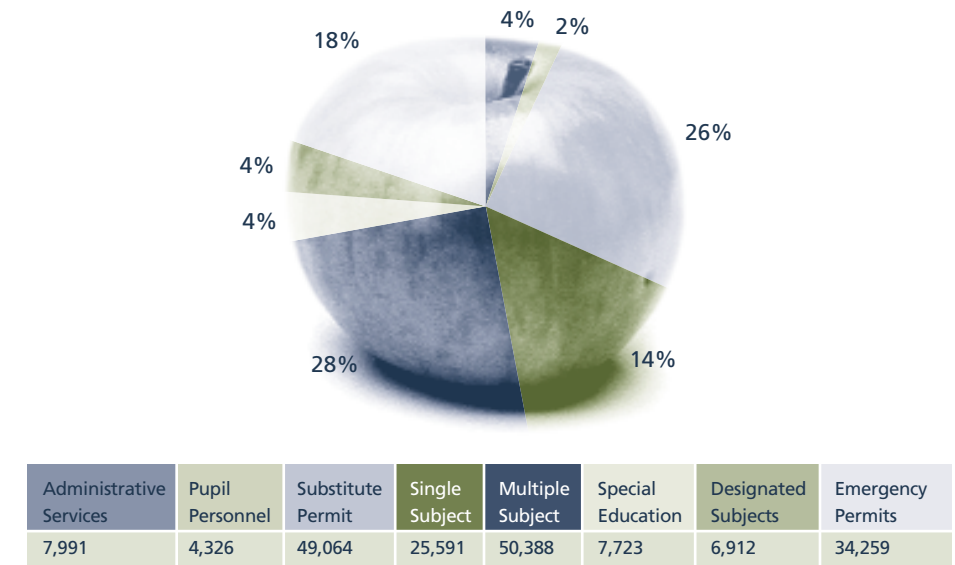
The following graphs illustrate the various activities that are performed by the Certification Section over the past five years.



| ACTIVITY | 1995-1996 | 1996-1997 | 1997-1998 | 1998-1999 | 1999-2000 |
|---|----------------|----------------|----------------|----------------|----------------|
| Credential Applications Received | 133,443 | 168,030 | 197,269 | 200,825 | 227,970 |
| Fingerprint Cards Received | 29,897 | 45,513 | 46,696 | 44,098 | 18,383 |
| Certificates of Clearance Issued | 12,270 | 12,850 | 14,734 | 13,571 | 13,166 |
| Correspondence Sent | 8,346 | 9,175 | 9,206 | 8,071 | 7,846 |
| Credential Waiver Applications | 4,591 | 7,192 | 7,646 | 7,612 | 7,659 |
| E-Mail Received and Responses Sent (on-line 4/96) | 404 | 4,925 | 11,149 | 19,136 | 24,931 |
| TOTAL ACTIVITIES | 188,951 | 247,685 | 286,700 | 293,313 | 299,955 |

DOCUMENTS ISSUED, 1998-1999

The Documents Issued data is the last year of complete data available on the types of documents issued. This graph displays the percentage breakdown of the types of documents issued during the 1998-1999 fiscal year.



| Administrative Services | Pupil Personnel | Substitute Permit | Single Subject | Multiple Subject | Special Education | Designated Subjects | Emergency Permits |
|-------------------------|-----------------|-------------------|----------------|------------------|-------------------|---------------------|-------------------|
| 7,991 | 4,326 | 49,064 | 25,591 | 50,388 | 7,723 | 6,912 | 34,259 |



Division of Professional Practices

The discipline function administered by the California Commission on Teacher Credentialing and the Committee of Credentials (Committee) is supported by the staff of the Division of Professional Practices (DPP). The Director of the Division also serves as General Counsel to the Commission.

In order to ensure a high level of public confidence in California's public school teachers and other certificated public school employees, the CCTC monitors the moral fitness and professional conduct of credential applicants and holders. Every person who is an applicant for, or who holds, any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CCTC and the Committee for his or her fitness-related conduct.

California has traditionally led the nation in the extent it conducts background checks and monitors the fitness of credential applicants and holders. The Commission reviews more individuals than any other state in the nation. In addition, the Commission distributes and circulates, to the extent permitted by law, notice of its actions to all California public school districts, County Offices of Education, California private schools, institutions of higher education and to every other state in the nation.

The Committee of Credentials is a statutory body comprised of seven members appointed by the CCTC. It consists of one elementary teacher, one secondary teacher, one school board member, one school administrator, and three public representatives. The Committee is charged with the responsibility for reviewing all allegations of misconduct against a credential holder or applicant and making a determination as to whether probable cause exists for adverse action against a credential or application.

The Committee receives cases for review in different ways. Whenever a person applies for a credential, he or she is fingerprinted. If there is a criminal conviction record, the CCTC receives a transcript ("rap sheet") from the Department of Justice and/or the FBI. If the person does not have a criminal record when he or she first applies for a credential, but is subsequently arrested for or convicted of a crime while holding one or more credentials, the Department of Justice sends a "subsequent arrest notice" to the CCTC, and a review is commenced. The criminal charges reviewed by the Division of



Professional Practices and the Committee are as minor as petty theft or as serious as murder or child molestation. School districts also notify the CCTC when a credential holder is dismissed, has been suspended for more than 10 days, has resigned and/or retired while allegations of misconduct were pending, or is otherwise terminated by a decision not to employ or re-employ for cause. In addition, law enforcement agencies are required by law to inform the CCTC when a credential holder is arrested for specified sex or drug offenses. Members of the public may also file complaints, signed under penalty of perjury, if they have first-hand knowledge of misconduct by a credential holder. The Division of Professional Practices provides "complaint packages" to concerned citizens upon request.

The Division of Professional Practices collects, collates, preliminarily reviews, analyzes and submits to the Committee documentary evidence pertaining to individuals under review. This evidence includes arrest records, witness statements and court documents. The Division's investigators may be assigned to gather information to clarify the relevant issues. The CCTC's investigators are used both in the office for a more expert review of documentary submissions and follow-up telephone inquiries, and for out of the office interviews and site visits. In addition, individuals under review are invited, but not required, to submit documentary evidence.

The Committee meets three days each month at the CCTC's office in Sacramento. Significant numbers of individuals choose to appear before the Committee and offer relevant testimony. An even greater number of cases are reviewed without personal appearances. In the year 2000, out of a total of 7,273 new cases opened, the Committee reviewed approximately 3,789 cases.

On the basis of the information before it, the Committee may either grant or recommend denial of an application for a credential. In the case of an individual who already possesses one or more credentials, the Committee may choose to close or not pursue the matter further, or it may recommend to the CCTC the imposition of a private admonition, public reproof, a credential suspension for a specified period of time, or the revocation of a credential. Affected parties may make timely requests for reconsideration by the Committee. Each respondent has the benefit of significant statutory safeguards and appeal rights, and may make a timely demand for an administrative hearing before an Administrative Law Judge prior to final action by the CCTC.



"THE CCTC MONITORS THE
MORAL FITNESS AND
PROFESSIONAL CONDUCT OF
CREDENTIAL APPLICANTS
AND HOLDERS."

The Deputy Attorney General assigned to represent the Commission in any administrative appeal may recommend a settlement different from the Committee's recommendation, or if an administrative hearing is held, the CCTC may either adopt or reject the Proposed Decision and Order submitted by the Administrative Law Judge. The Respondent may request judicial review of any adverse action taken by the CCTC. During 2000, 48 cases were referred to the Attorney General for administrative hearing.

There has been a substantial increase in discipline caseload between FY 1994-1995 and 1999-2000. As student population has increased with the implementation of class size reduction, the number of credentialed teachers and applicants for teaching credentials has increased. In the five-year fiscal period of 1995-2000, the CCTC revoked a total of 833 credentials, suspended a total of 192 credentials and issued a total of 60 private admonitions. Since the inception of the public reproof in the 1995-1996 fiscal year, 184 public reprovals have been issued. In the same five-year period, applicants were denied credentials in 322 cases.

Upon the conclusion of a case, the final action taken by the CCTC becomes public information and is placed on the "All-Points Bulletin" (APB), which is published and distributed by the CCTC to all public school districts and private schools within California. The APB is mailed monthly. In October 2000, for the first time, recipients of the APB were also offered the alternative to have the APB sent by electronic mail. Staff also prepares quarterly and annual summaries of information from the APB for general distribution.

Notice of adverse actions taken by the CCTC is also published nationally. The CCTC voted in 1987 to cooperate with the National Association of State Directors of Teacher Education and Certification (NASDTEC) in the establishment of a national teacher identification clearinghouse. This decision provided for the exchange of disciplinary action information between participating states. The purpose of the clearinghouse is to minimize the chances that persons whose certificates were revoked or suspended in one state could evade such adverse action by applying for and receiving credentials in other states. At the time the CCTC decided to participate in the clearinghouse, it determined that such an exchange of information protected the public interest and the integrity of the certification process. The NASDTEC Clearinghouse reports are distributed nationally and contain summaries of all adverse actions taken by the CCTC.

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The Division of Professional Practices prepares and publishes a compilation of the laws and rules impacting the operation of the discipline system ("California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel"), as well as a complaint package designed to inform the public about the procedural and legal requirements for lodging complaints alleging misconduct by credential holders and applicants.

The CCTC exercises original jurisdiction over all petitions for reinstatement of previously revoked credentials. Reinstatement of a credential following revocation requires approval of the CCTC, based on its evaluation of the nature and extent of rehabilitation.

In making a careful and reasoned determination of each request for reinstatement, the CCTC reviews many types of documentary evidence and may hear oral testimony related to the issue of rehabilitation. Information typically considered by the CCTC includes the petition itself, supporting declarations, an explanation of the facts and surrounding circumstances leading to the original revocation, evidence of rehabilitation including progress reports, verification of completion of rehabilitation programs, probation reports, recent letters of recommendation from responsible persons, current work performance reports, and information concerning any civic activities engaged in following the revocation.

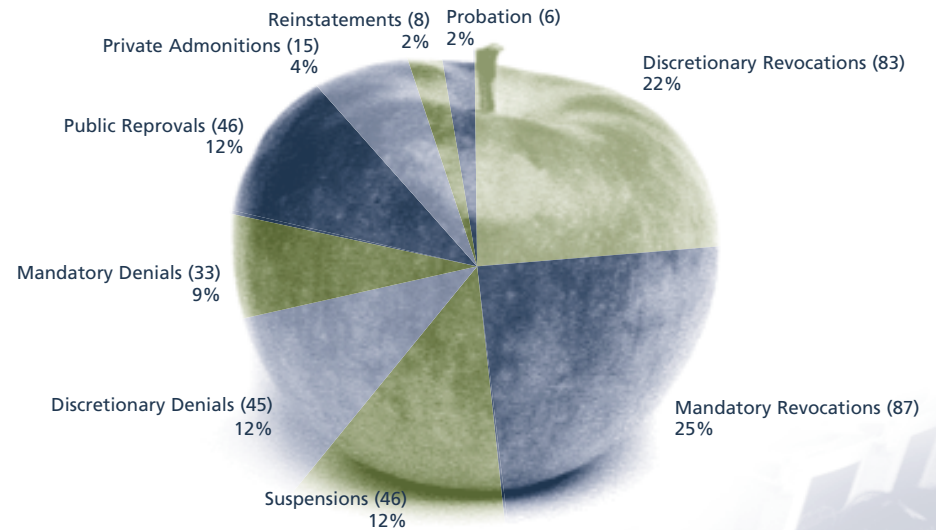
The Division of Professional Practices prepared 17 reinstatement cases for determination by the CCTC in 2000. The CCTC granted reinstatement to eight individuals and denied reinstatement in nine cases.

There continues to be a growing public awareness of the need to effectively monitor fitness-related conduct of both credential applicants and holders serving in the public schools. The CCTC continues to exercise a leadership role in this aspect of its legislatively mandated responsibilities and to respond in a meaningful fashion to the concerns of California's citizenry in this most crucial area.

The chart below illustrates the various discipline actions outlined above that were taken by the Commission during 2000.

ACTIONS TAKEN IN CALENDAR YEAR 2000

(369 TOTAL ACTIONS TAKEN)



In addition to providing legal advice on the full range of CCTC activities to members of the CCTC and advising members of the Committee during their three-day meetings every month, the staff attorneys provide legal support to the CCTC's management staff. The Executive Director, Certification, Appeals and Waivers Division, Professional Programs Division, Information Technology and Support Management Division, as well as the Office of Human Resources consult regularly with the DPP attorneys on a variety of subjects, as do attorneys and other representatives of agencies and associations concerned with all aspects of the work of the CCTC. In addition, staff attorneys draft and review legislation pertaining to the operation of the Division of Professional Practices specifically and the Commission as a whole.

"THERE CONTINUES TO BE A GROWING PUBLIC AWARENESS OF THE NEED TO EFFECTIVELY MONITOR FITNESS-RELATED CONDUCT..."

Office of Governmental Relations

This past year, the Office of Governmental Relations (OGR) represented the California Commission on Teacher Credentialing on three sponsored legislative proposals, provided the Commission with analyses of 33 education bills and their amendments, and represented Commission-adopted positions on 27 measures before the Legislature. One of the Commission's sponsored bills was enacted and all of the Commission's suggested amendments were adopted. All of the bills opposed by the Commission were defeated.

Through the legislative budget process, the OGR also participated in securing 22 positions to respond to increased workload (primarily related to credentialing processing) and \$1.8 million to enhance technology, with particular emphasis on providing web-based credential processing and information.

SPONSORED LEGISLATION

The California Commission on Teacher Credentialing sponsored three measures in 2000 that furthered efforts to increase the supply and quality of California's educators: AB 309 (Mazzoni), which would have authorized alternative administrator preparation programs; AB 877 (Scott/O'Connell), which reduces barriers to out-of-state prepared educators; and AB 2339 (Mazzoni), which addressed accreditation, teacher assignment/misassignment and several technical issues. All three measures were approved by the Legislature, and AB 877 was signed into law by the Governor.

Co-authored by Assemblyman Jack Scott and Senator Jack O'Connell, Assembly Bill 8770 (Chapter 703, Statutes of 2000) provides a clearer, more simple, less expensive approach to recruiting and certifying teachers prepared in other states.

This new statute:

- Removes duplicative credential requirements;
- Redefines out-of-state requirements for educators based on equivalent requirements;
- Ensures that out-of-state teachers have completed subject matter studies aligned to California's K-12 core content standards;
- Results in long-term cost reductions for the state and school districts.

Educators prepared out-of-state are still required to have their fingerprints checked by the California Department of Justice and the Federal Bureau of Investigation and will need to pass the California Basic Educational Skills Test. The requirements for training in the use of computers and work with special education students in regular classroom settings will be deemed met, as long as the teacher completed comparable training in another state. For the first time, the Commission will have the authority to allow out-of-state teachers prepared to work with English learners to receive a credential based on equivalency.



OTHER LEGISLATION

In addition to sponsored legislation, the OGR represented the Commission's position on several legislative measures that made improvements to the quality of teacher preparation and the profession, and opposed those that proposed to lower standards for teachers and other educators. In particular, the OGR testified in support of SB 1666 (Alarcón), which carried the Governor's teacher-quality initiatives. Among the measure's provisions were two that specifically related to programs administered by the Commission: an increase in the amount of intern grants from \$1,500 to \$2,500 per participant, and funding flexibility between the Intern and Pre-Intern Programs. Following is a matrix summarizing legislation and issues supported by the Commission in 2000:

COMMISSION SUPPORTED LEGISLATION—ISSUE SUMMARY MATRIX

| Bill Author Subject | Authorizes quality, alternative (and equivalent) preparation | Increases funding for alternative preparation programs | Provides incentives to the profession measures | Institutes accountability | Reduces barriers to the profession | Enhances staff development |
|--|--|--|--|------------------------------|---------------------------------------|-------------------------------|
| AB 309 (Mazzoni) Alternative Administrator Preparation | X | X | X | | X | |
| *AB 877 (Scott/ O'Connell) Out of State Preparation Equivalency | X | X | X | | X | |
| AB 1827 (Mazzoni) Math Staff Development | | | X | | | X |
| AB 1892 (Steinberg) Alternative Administrator Preparation | X | X | X | | X | |
| AB 2551 (Hertzberg) CBEST Fee Waiver | | | X | | | |
| AB 2339 (Mazzoni) IHE Accreditation, Teacher Assignment/ Misassignment | | | X | X | | |
| AB 2590 (Campbell) Troops to Teachers | X | | | | X | |
| *SB 1666 (Alarcón) Governor's Teacher Quality Initiatives | | X | X | X | X | X |
| SB 1564 (Karnette) APLE Loan Assumption Increase | | | X | X | X | |
| *Indicates bill enacted | | | | | | |

Professional Services Division

The Commission is the nation's oldest teaching standards board. As such, it has important policy making duties in the area of educator preparation as well as critical enforcement responsibilities in the field of accreditation. Each month, the Commission agenda contains items that provide critical background research and information about new topics for Commission consideration. Much of the essential background work for the policy formulation efforts of the Commission falls within the duties of the Professional Services Division. This particular division within the Commission has one of the broadest duty statements. In addition to its policy research and policy monitoring duties in the field of educator preparation, this division operates, for the Commission, one of the largest educator examination systems in the country with over 194,000 individual examinations administered each year.

Additionally, the Professional Services Division maintains an accreditation system for the 79 colleges and universities that prepare educators in the state. This accreditation system involves more than a dozen structured site visits per year, the operation of the Committee on Accreditation, and the review and analysis of hundreds of program documents in professional education and subject matter preparation.

The division also co-manages the state's Beginning Teacher Support and Assessment (BTSA) Program with colleagues in the State Department of Education. BTSA is now the largest teacher induction program in the country, supporting thousands of beginning teachers, mentor teachers, school administrators, and cluster consultants. Its budget now exceeds \$80 million dollars per year. As a part of the Commission's "Learning to Teach Continuum," the division also manages the internship, pre-internship and paraprofessional programs, as well as the California Mathematics Teacher Initiative. In 2000-2001, these specially funded programs will provide over \$55 million dollars to local programs that address our need for teachers.

In addition, the division plays a role in helping the Commission develop high quality standards for educator preparation. The Commission recently adopted revised standards for the preparation of school counselors and school psychologists to conform with recent legislation and best practice in this field. The division is facilitating the work of an advisory panel which will be making recommendations to update and strengthen standards for teaching, and to implement the programmatic requirements for the Commission's first pre-service assessment of teacher knowledge and skill. Finally, the division responds to policy initiatives of the Governor and the Legislature covering a range of topics including reciprocity with other states.

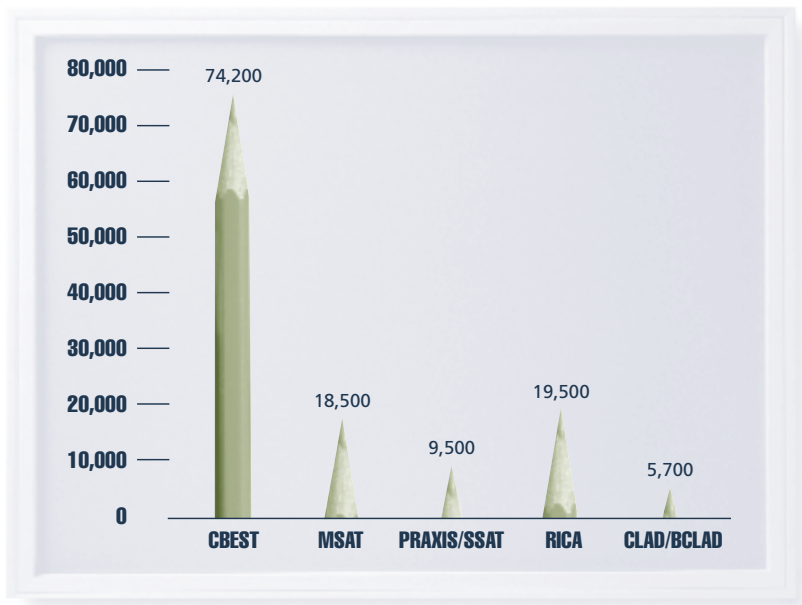
"THE DIVISION PLAYS A
ROLE IN HELPING THE
COMMISSION DEVELOP
HIGH QUALITY
STANDARDS FOR
EDUCATOR PREPARATION."



EXAMINATIONS AND RESEARCH UNIT

The Examinations and Research Unit in the Professional Services Division contracted with companies to administer over 194,000 credential exams to over 123,000 individuals during the last fiscal year. The unit maintains oversight of the testing program and regularly administers the necessary validity studies on each examination.

NUMBER OF CREDENTIAL CANDIDATES TAKING EXAMINATIONS (1999-2000)



CBEST: The California Basic Educational Skills Test (authorized by Education Code 44252) is required for all credential applicants.

MSAT: The Multiple Subjects Assessment for Teachers (authorized by Education Code 44281 in 1977) is required for multiple subject credential candidates who do not complete an approved subject matter program, traditionally K-6 teachers in a self-contained classroom.

PRAXIS/SSAT: The Professional Assessments for Beginning Teachers (Praxis)/Single Subject Assessments Tests for Teaching (authorized by Education Code 44281) is required for each subject the teacher is credentialed to teach.

RICA: The Reading Instruction Competence Assessment (authorized by Education Code 44281) is required by individuals who are teaching multiple subjects.

CLAD/BCLAD: The (Bilingual) Cross-cultural, Language and Academic Development Exams (authorized by Education Code 44253.5) is required for English language teachers.

ACCREDITATION AND RESEARCH UNIT

THE ACCREDITATION AND RESEARCH UNIT OF THE PROFESSIONAL SERVICES DIVISION PROVIDES SUPPORT TO THE COMMITTEE ON ACCREDITATION AND THE COMMISSION TO:

- Approve programs and maintain the Commission standards for all subject matter and professional preparation credential programs,
- Accredite all colleges, universities and school districts offering educator preparation programs, and
- Implement policy initiatives from the Governor and Legislature.

The Unit is responsible for ongoing accreditation visits to assure that credential programs meet standards. Seventy-nine institutions offer one or more credential preparation programs, and are reviewed every five or six years. Each year, Division staff lead teams of professionals to review 12 to 15 institutions.

During 1999-2000, 15 institutions and two district internship programs were accredited. The review requires an extensive program material review as well as on site visitations. Eight institutions received full accreditation, while five programs received Accreditation with Technical Stipulations and three had accreditation with Substantive Stipulations. The programs that did not receive full accreditation will remain in contact with the Professional Services Division for assistance during 2000-2001 along with the twelve institutions scheduled for regular site visits.

ACCREDITATION VISITS

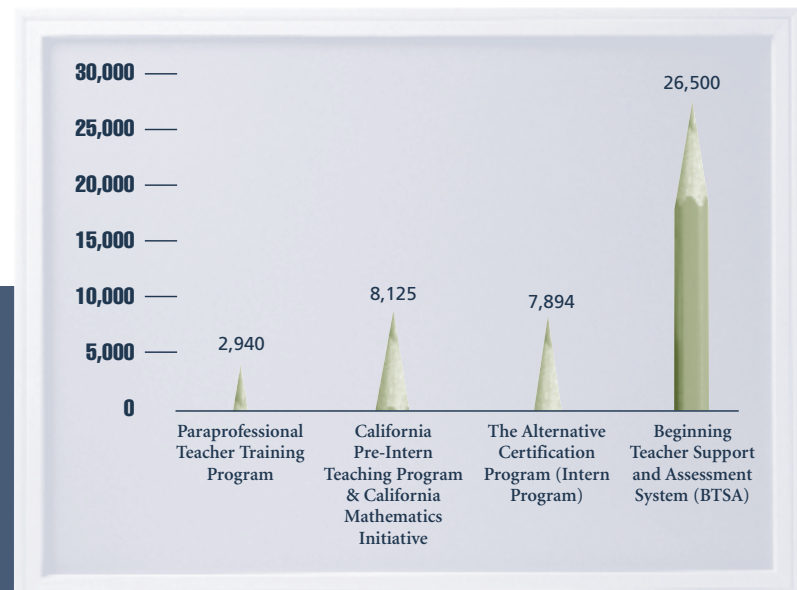
THE FOLLOWING CHART DOCUMENTS THE DIVISION'S RECENT AND PLANNED ACCREDITATION VISITS:

| 1999-2000 Accreditation Visits | 2000-2001 Accreditation Visits |
|---|---|
| California Baptist University | California Council on the Education of Teachers |
| California Lutheran University | California State University, Bakersfield |
| California State University, Fresno | California State University, Fullerton |
| California State University, San Marcos | Claremont Graduate University |
| Chapman University | California State University, Long Beach |
| Concordia University | Hope International University |
| The Master's College | Azusa Pacific University |
| Occidental College | La Sierra University |
| Pacific Union College | University of California, San Diego |
| Pepperdine University | New College |
| Point Loma Nazarene University | Pacific Oaks College |
| San Francisco State University | University of California, Davis |
| University of California, Berkeley | University of California, Irvine |
| University of California, Los Angeles, | District Intern Reviews: |
| University of California, Santa Cruz | Compton Unified School District |
| District Intern Reviews: | San Benito Unified School District |
| Los Angeles Unified School District | |
| Ontario-Montclair School District | |

TEACHER DEVELOPMENT STATE-FUNDED PROGRAMS

The Professional Services Division oversees over \$100 million annually in special programs identified by the Legislature to increase the number of well-trained, credentialed teachers in the state. Over 160,000 teacher candidates have been served over the last five years in 309 projects with 1,782 partners through a complex matrix of district and university programs, all working to increase the number of credentialed teachers entering and retained in the K-12 education system.

NUMBER OF PARTICIPANTS PROPOSED TO BE SERVED IN TEACHER DEVELOPMENT PROGRAMS(2000-2001)



THE CURRENT PROGRAMS ARE:

The California School Paraprofessional Teacher Training Program (authorized by Education Code 44390) provides a career ladder for individuals already working in local school districts.

The Pre-Intern Teaching Program (authorized by Education Code 44305) was established to meet the teacher shortage problems. Designed to attract non-traditional students, the program provides subject matter preparation and provides a transition to a teacher preparation program. During 1999-2000, 57 projects worked with 5,800 participants, partnering with 267 districts and 38 universities. The California Mathematics Initiative for Teaching (authorized by Education Code 44400) was initiated in 1999-2000 and only served 12 individuals. The program provides forgivable loans to current and future math teachers for coursework to obtain math certification or to enhance mathematics instruction. Participants may be current and future math teachers.

The Alternative Certification Program (Intern Program) (authorized by Education Code 44380) was established to meet the needs of school districts experiencing teacher shortages. Designed to attract non-traditional students, including career changers, the program provides a teacher preparation option that blends theory with practice and offer cohort and professional support. During fiscal year 1999-2000, the program had 65 projects with 4,825 participants. The program has 420 school district partners involving 39 university partners.

The Marian Bergeson Beginning Teacher Support and Assessment System (authorized by Education Code section 44279.1) had 133 projects designed to provide a support network for each first-and-second year credentialed teachers, and to increase the retention of new teachers. The program provides a two-year formative assessment process for all new teachers and served 24,500 individuals during 1999-2000. Additional goals of the program include developing stronger roles for colleges and universities in the new teacher induction, as well as building a knowledge base on new teacher induction.

Information Technology and Support Management Division

BACKGROUND

The mission of the Information Technology and Support Management (ITSM) Division is to support the programs and operations of the Commission by providing leadership, technical expertise, and services in the areas of financial management, business and facility operations, contract administration, and information technology.

SPECIFICALLY, THE ITSM DIVISION IS RESPONSIBLE FOR:

- Planning for and managing computer and telecommunication systems and resources;
- Preparing and administering an annual budget;
- Monitoring and preparing reports concerning revenues, expenditures, and fund balances;
- Administering the purchase of equipment and supplies;
- Drafting and administering service contracts;
- Reviewing and processing all invoices for goods and services for payment, processing all travel expense advances and claims, and delivering a variety of other fiscal-related services;
- Providing a wide range of building-management services; and
- Coordinating the distribution of all incoming and outgoing postal mail and other shipments.

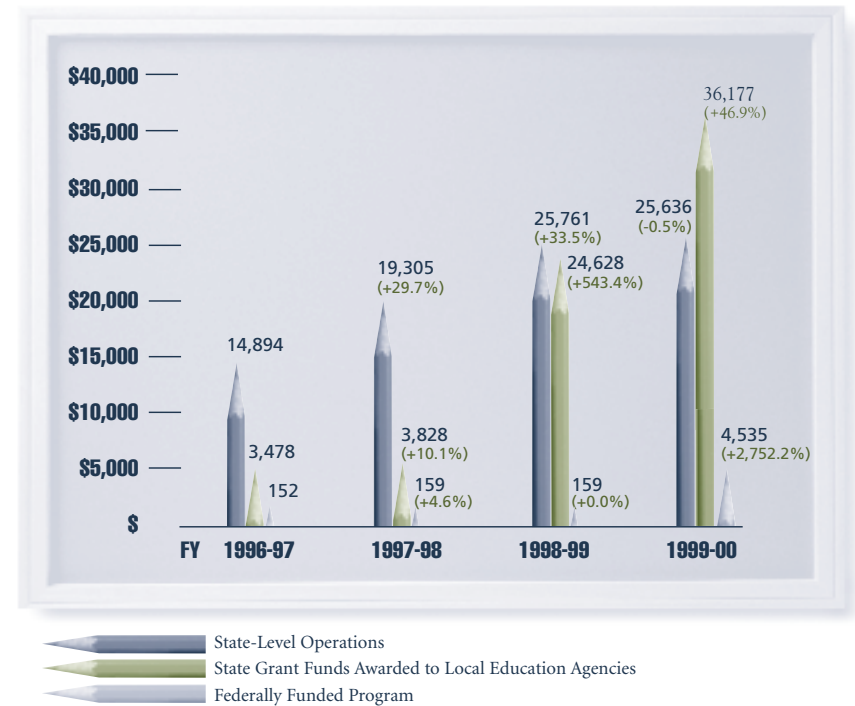


SIGNIFICANT ACCOMPLISHMENTS

During Fiscal Year (FY) 1999-2000, the ITSM Division continued to provide improvements in the quality and effectiveness of the various technological, financial, and business services that the division delivers in support of the Commission's programs and operations. The following represents the ITSM Division's significant accomplishments during FY 1999-2000:

- Continued to provide quarterly status reports concerning the Commission's revenues and expenditures and periodic updates regarding the status of the Commission's pending budget requests.
- Continued to monitor the Commission's financial condition and fund reserve levels and provide the Commission with advice regarding the appropriate of credential and examination fees.
- Successfully led the efforts to install a new, up-to-date information technology infrastructure at the Commission.
- Successfully acquired, installed, and implemented a new telephone call-management system with interactive voice response features that responds to credential application status inquiries and provides toll-free telephone number access.
- Successfully coordinated the implementation of a credit card payment acceptance effort to improve the credential application process.
- Provided all staff with access to the Commission's electronic mail network and enabled constituents and stakeholders to communicate with the Commission via electronic mail.
- Continued to develop and implement enhancements in the design and function of the Commission's Web site to provide Commission agenda material to interested parties in a more effective manner.
- Successfully secured first-year information technology funding to initiate the Teacher Credentialing Service Improvement Project for the development and implementation of enhancements in the design and function of the Commission's credential database system. The new system will (1) improve the efficiency and timeliness of the credentialing process and (2) facilitate general information retrieval, credential application status inquiries, and credential application and renewal filing.

FUNDING FOR MAJOR BUDGET ACTIVITIES FY 1996-1997 THROUGH FY 1999-2000 (DOLLARS IN THOUSANDS)





Office of Human Resources

The Office of Human Resources provides the full range of human resource and program operations services for the CCTC.

THE HUMAN RESOURCES SECTION IS RESPONSIBLE FOR:

- Processing requests for personnel actions, recruitment, reclassification and redirects
- Managing the Civil Service Merit System
- Conducting promotional and open examinations for rank-and-file and non-represented employees
- Processing and serving the CCTC on medical issues, adverse actions, health and safety, reasonable accommodations and discrimination
- Conducting and monitoring in-house and external training
- Processing payroll and benefits
- Reviewing and processing all workers compensation claims and coordinating return to work issues
- Maintaining the Employee Assistance Program
- Assisting supervisors/management with progressive discipline
- Monitoring and distributing all labor relations issues and information

THE PROGRAM OPERATIONS SECTION IS RESPONSIBLE FOR:

- Conducting audits of CCTC programs to test regulatory compliance
- Assisting CCTC divisions seeking improvements in their organization, operation and management process
- Assisting internal and external customers by developing and implementing improvement objectives through the use of project studies

SIGNIFICANT ACCOMPLISHMENT

During Fiscal Year 1999-2000, the Office of Human Resources developed and implemented the open statewide Consultant and Assistant Consultant continuous examination.

IN CONCLUSION

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We hope that the foregoing pages have served to better acquaint you with the important work of the California Commission on Teacher Credentialing. Our superb staff takes its statutory responsibilities seriously and is dedicated to offering quality service to present and future members of the teaching profession, to those who prepare and employ credential holders and, most importantly, to the students who attend California's schools. We look forward to the challenges ahead and to reporting on the agency's progress next year.

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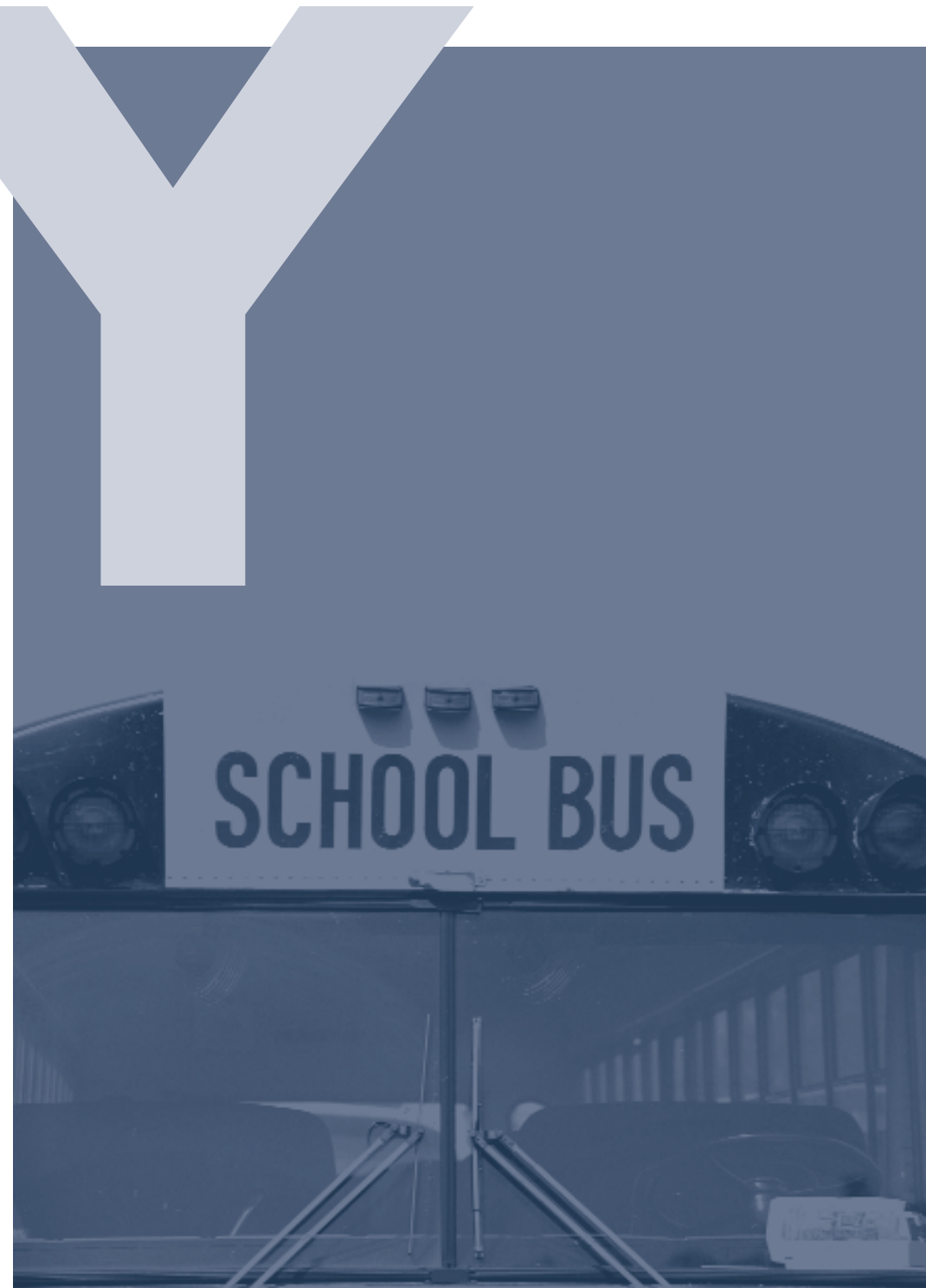


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